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Editorial

A Balanced Ration in Education

IN AGRICULTURAL circles "a balanced ration" is a common term. By scientifically tested formulae the progressive farmer feeds according to what he wishes to produce—beef, milk or butterfat, frying chickens or eggs as the case may be. In developing the human animal, the principle comes into conflict with free choice, individual differences, and the will power of the individual but nevertheless we are becoming familiar with the word "calories" and other terms of the food chemist. In the realm of character building through mental and moral nourishment, we have taken only the first steps.

A few years ago, in order to break the spell of mechanical procedure which bound our school processes we emphasized, perhaps overemphasized, the importance of free expression, original initiative, and self directed activity, factors quite essential to well balanced growth—the balance is however most important.

Under the hands of a trained, well meaning expert, experimentation with new factors is a safe process, but the superficial thinker who catches at half truths often works harm. This is unhappily true of the superficial teacher who interprets self expression to mean, "do what you please when and how you please," and who imagines the teacher has nothing to do during the children's *free period*. Free expression which is to reach higher levels must be balanced by steadily increasing knowledge of tried and proved methods of procedure; otherwise progress is slow and time and material are wasted. In mastering these tried and proved processes it is as necessary that the learner yield to definite instruction as it is that at other times his initiative and free expression be quite untrammeled.

Dr. Suzzallo in discussing phases of this problem coined the expressions "alternate leadership" and "followship," and pointed out that it is quite as important sometimes to recognize and follow superior ability as it is at other times desirable to be able to take the lead. Another writer defines civilization as "the sum total of our inhibitions."

Probably no problem of method calls more loudly for solution than this need of a satisfactory balance between self expression and self control. Probably no problem causes the young teacher more anxiety than this question of knowing when to keep hands off, and when to say, "Let me show you how." By some solution as trustworthy as the farmer's balanced ration, we must discover how to place right goals in such attractive settings, that without hampering free initiative the learner will seek and willingly accept instruction, will learn followship as well as leadership, and balance his spontaneous impulses with self control and respect for law and order.

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Kindergarten Training as Affecting Later Elementary School Progress and Achievement

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AN EXAMINATION of available studies of the kindergarten reveals the fact that in practically all of the investigations there has been a general indication of the superiority of the kindergarten trained child as far as progress is concerned, but no specific measures of differences in classroom achievement have thus far been reported. The absence of any adequate answer to this aspect of the problem prompted the Bureau of Educational Research and Service at the University of Iowa to set up a controlled experiment, the details of which constitute the main body of this report. The investigation itself was carried out by Dr. E. W. Goetch of Iowa State Teachers College, while a student in the University of Iowa. To him special acknowledgements are due for the use of certain of his findings.

This study is based upon data from 968 pairs of public school children in grades one to six inclusive, from 33 different schools in 13 Iowa cities ranging in population from 1500 to 20,000. Exactly 968 of these children had received training in a public school kindergarten. The records of a similar number showed that they were entered directly into the first grade without kindergarten preparation. Of the kindergarten trained children 94 per cent had spent 9 months in the public school kindergarten. Approximately 5 per cent had spent 4½ months and approximately 1 per cent less than 4½ months. For the purposes of this study it is probably fairly safe to assume an average of approximately one school year of kindergarten training for these children. In some of the schools included in the study the kindergarten has been an integral part of the system for a period of several years, while in others the kindergarten is a recent addition. It was impossible to control this particular variable because of the nature and extent of the investigation.

At the outset it should probably be pointed out that the 1936 public school children providing the basis for this study were not a selected group. They were ordinary school children representative of thirteen typical towns and cities of an agricultural state. Neither were the 968 pupils who received training in the public school kindergarten a selected group. Approximately one-half of the kindergarten-trained pupils were from school systems in which kindergarten training is made a preparatory requirement to first grade entrance. The fact that kindergarten training was optional in some systems before entrance to first grade is no criterion for believing that in these systems only those pupils from superior families are given whatever advantages are supposed to be derived from training in a public school kindergarten.

In order that the selection of the cases to be included in the investigation might be perfectly random in character and yet permit the use of a maximum number of the cases available in each school system, the following specific directions were furnished to the superintendents and teachers cooperating: "If you have more pupils in your grade who have had kindergarten training than have not had such training, select as many pupils from the kindergarten group as there are pupils in your grade who have not had kindergarten training. Select the kindergarten group in alphabetical order. If the reverse is true use the same alphabetical basis in making your selection from the non-kindergarten group." A tabulation of the results shows that this sampling was approximately random since there are almost exactly the same numbers of boys and girls in each grade group.

Three somewhat distinct types of information concerning these pairs of cases were collected. Attendance and progress data were obtained by means of a carefully tested inquiry blank and consisted mainly in transcripts of the usual school records. In addition to this the teacher, in whose grade the individuals were located at the time the investigation was made, was called upon to give a subjective estimate of the pupil's scholarship and his general social adaptability. It was assumed that since the early leaders of the kindergarten movement had defended the importance of the kindergarten itself in terms of the training it gives the child in making social adjustments, these estimates should prove useful. Without subjecting the pupils to a special examination the teacher expressed her pupils' general average scholarship in accordance with what might be called a limited scale of judgment. The pupil with the highest estimated general scholarship for the group was arbitrarily assigned a mark of 100, the pupil with the lowest general scholarship was arbitrarily given a mark of 50. All other pupils in the group were assigned relative positions between these limits. In estimating the pupils' social participation the same method was used. Regardless of whatever other limitations this method may have, it must be admitted that it does place all such ratings on the same basis no matter what their source.

In addition to these school records and subjective measures, results from two well known standard tests were secured from each of the 1936 pupils in grades one to six. The tests used were the Haggerty Intelligence Examination, Delta 1 and Delta 2, and the Stanford Achievement Examination, Form B. All test papers were returned to the investigator who, after scoring the tests and interpreting the results, obtained the mental ages, reading ages, arithmetic ages, and general educational ages of each pupil from the test scores.

These two closely equated groups of children, *one* having kindergarten training preliminary to first grade entrance and the *other* having no such training, are compared on the following eight items. The sources of the data are given.

Points of Comparison	*Sources of data*
1. First grade entrance age	School records
2. Present grade age	School records
3. Relative acceleration	School records
4. Relative retardation	School records
5. Scholarship	Teacher's estimates
6. Social ranking	Teacher's estimates
7. Intelligence	Mental tests
8. Achievement	Educational tests

The effect of kindergarten training as reflected in first grade entrance age is shown in table I. In general this table is representative of the type of tabulation used for each of the comparisons. It shows the number of pairs of cases for each grade, and the average age of the kindergarten and the non-kindergarten groups at the time of entering the first grade. The differences between the means of the various grade groups are also shown. Throughout the study these differences may be interpreted as favoring the kindergarten group except when preceded by a negative sign. As a means of expressing the significance of these differences between the means of the two groups, the *standard deviation of the difference* of the two means is reported for each of the comparisons made. The differences between the arithmetic means of the groups are turned directly into these standard units. For the purpose of further establishing the reliability of these differences McCall's experimental coefficient is reported. This coefficient enables us to determine the likelihood that any change in the number of cases involved in the experiment under consideration would affect the results sufficiently to wipe out the apparent difference.

With this preliminary explanation of the items involved, it is now possible to proceed to an interpretation of the data shown. This table is read as follows: The 108 children who at the time of this investigation were in grade one entered the first grade at the mean age of 74.77 months. A similar number of similarly chosen children without kindergarten training entered the first grade at 75 months. This gives a difference of 0.23 months in favor of the kindergarten. The standard deviation of this difference is 0.99. Expressed in standard units, that is the decimal resulting from dividing 0.23 by 0.99, this difference becomes approximately 0.23 standard units. A standard unit of this value has an experimental coefficient of 0.1, which means that the chances are approximately only 1.6 to 1 that a variation in the number of cases in this particular phase of the investigation would not wipe out this difference. Clearly a difference so small as this is not to be considered a significant difference in any sense. The remainder of this table is to be interpreted in the same manner. Attention is called to the fact that the results for the six grades are summarized at the bottom of the table. On the average the 968 kindergarten trained children entered first grade 1.75 months younger than did the same number of children without kindergarten training. This is undoubtedly one of the least significant factors in the comparison.

Table II brings together the standard unit differences for the four factors, first grade entrance age, present grade age, average scholarship ranking, and average social ranking. It will be noted that there are wide variations in the amount and significance of the differences between the kindergarten and non-kindergarten groups of these factors. In only one case is there a negative difference. This is in the case of first grade entrance age of the children enroled in the fourth grade at the time the investigation was made. The average superiority for the kindergarten group over the non-kindergarten group on the factor of first grade entrance age is 1.71 units. Since it is somewhat common practice to assume that a difference equal to or greater than 3 standard units represents a reliable and significant difference it is easy to discover from these data and the data presented later those factors and items on which the differences are important.

TABLE I

First grade entrance age as affected by kindergarten

GRADE	PAIRS OF CASES	MEAN AGE (MONTHS) AT ENTRANCE TO FIRST GRADE		DIFFERENCE IN FAVOR OF KINDERGARTEN	STANDARD DEVIATION DIFFERENCE	STANDARD UNITS	EXP. COEF.
		Kindergarten	Non-kindergarten				
I	108	74.77	75.00	0.23	0.99	0.23	0.1
II	136	75.35	77.10	1.75	1.24	1.41	0.5
III	163	73.88	78.69	4.81	1.21	3.98	1.4
IV	192	72.91	72.58	−0.33	0.89	−0.37	0.1
V	158	72.96	74.82	1.86	1.11	1.68	0.6
VI	211	73.07	75.20	2.13	0.83	2.56	0.9
All.........	968	73.82	75.57	1.75		1.71	0.7

A comparison of these two paired groups of children on educational achievement as measured by the Stanford Achievement Tests is shown in table III. It will be noted that for all grades and items measured the superiority of the kindergarten group exceeds two standard units. The combined results of all grades indicate significant and reliable differences on the composite results of the Stanford Achievement Test as well as the Stanford Reading and Stanford Arithmetic Tests.

Thus far the results indicate a somewhat decided superiority in educational achievement for the kindergarten group. However, in order to more definitely evaluate the influence of the kindergarten the intelligence level at which the achievement takes place must be taken into account. In order to control this factor the Haggerty Intelligence Examinations, Delta 1 and Delta 2 were given to all the children involved in the experiment. The results from these tests are shown in table IV in terms of test scores and in terms of standard units. The experimental coefficients indicate that the differences are real and generally uniform. The gradual increase in the standard units of difference between the group means suggests that some factor, either one of selection or one of training, is operating here.

From the data in table V it will be noted that the kindergarten pupils in Grade I at the time of this investigation made scores on the intelligence examination which were on the average 1.61 standard units superior to the non-kindergarten group, while this same group made achievement test scores 2.14 standard units superior to the non-kindergarten group. Now it is not entirely unreasonable to expect that a superiority of one unit in intelligence would be accompanied by a similar superiority of one unit in achievement. On the average the superiority of achievement over intelligence is 0.86 standard units or 31.6 per cent. Thus the achievement of the children with kindergarten training exceeds by 31.6 per cent the amount by which they themselves exceed the non-kindergarten group in intelligence. Apparently, this excess may be traced at least in part to the influence of kindergarten training.

TABLE II

Age, scholarship, and social ranking as affected by kindergarten

GRADE	PAIRS OF CASES	SUPERIORITY OF KINDERGARTEN GROUP IN STANDARD UNITS			
		First grade entrance age	Present grade age	Scholarship ranking	Social ranking
I	108	0.23	1.69	1.91	2.40
II	136	1.41	0.71	1.97	2.01
III	163	3.98	9.51	4.05	4.67
IV	192	−0.37	0.34	2.85	2.94
V	158	1.68	4.61	3.70	2.31
VI	211	2.56	2.35	1.95	2.19
All.....	968	1.71	3.20	2.74	2.75

In order to determine the effect of kindergarten training at different mental and educational achievement levels a comparison of two groups, one of 299 and the other 561 paired cases was made. In each case the individuals in e groups were arranged by quartiles according to their mental test scores. That is the mentally superior one-fourth of the group of kindergarten children was compared with the best one-fourth of non-kindergarten children. A careful analysis of the data failed to show any significant differences in the manner in which kindergarten training seemed to affect the groups at different mental levels. The same was generally true of the achievement test results. However, in the matter of the comparative achievement of the kindergarten and non-kindergarten groups at the same average mental level there was a noticeable difference. Table VI shows this clearly.

TABLE III

Educational achievement as affected by kindergarten

GRADE	PAIRS OF CASES	SUPERIORITY OF KINDERGARTEN GROUP IN STANDARD UNITS		
		Stanford Composite	Stanford Reading	Stanford Arithmetic
I	108	2.14		
II	136	2.48	2.87	3.08
III	163	4.63	5.42	5.33
IV	192	3.18	4.42	2.49
V	158	4.54	2.14	6.55
VI	211	4.53	4.02	2.58
All.....	968	3.58	3.77	4.01

Two groups of 75 pupils, one group with kindergarten training and the other without such training, each having an average mental age of 129.3 months and with standard deviations alike were selected from the second and third grade pupils. The Stanford Achievement scores of each group were then tabulated. The mean score for the group with kindergarten training was 24.5 and the mean for the group without kindergarten was 22.4 a difference of

2.1 points in favor of the kindergarten group. The standard deviation of this difference was 1.08, or 1.94 standard units. A similar comparison of 140 pairs of pupils selected from the fourth, fifth, and sixth grades shows a superiority of 3.36 standard units for the kindergarten group.

TABLE IV

Intelligence test results

Haggerty Intelligence examinations

GRADE	PAIRS OF CASES	MEAN SCORES		DIFFERENCES IN FAVOR OF KINDERGARTEN	STANDARD DEVIATION DIFFERENCES	STANDARD UNITS	EXP. COEF.
		Kindergarten	Non-kindergarten				
I	108	41.43	38.37	3.06	1.89	1.61	0.6
II	136	62.50	58.45	4.05	1.79	2.26	0.8
III	163	76.83	71.05	5.78	2.15	2.69	1.0
IV	192	72.19	67.55	4.64	1.88	2.47	0.9
V	158	91.49	84.33	7.16	2.26	3.17	1.1
VI	211	105.56	97.78	7.78	1.88	4.14	1.5
All.........	968	75.00	69.59	5.41		2.72	0.9

TABLE V

Comparative achievement and intelligence

GRADE	SUPERIORITY OF KINDERGARTEN GROUP IN STANDARD UNITS		SUPERIORITY OF ACHIEVEMENT OVER INTELLIGENCE	
	Intelligence	Achievement		*per cent*
I	1.61	2.14	0.53	32.9
II	2.26	2.48	0.22	9.7
III	2.69	4.63	1.93	71.7
IV	2.47	3.18	0.71	28.7
V	3.17	4.54	1.37	43.2
VI	4.14	4.53	0.39	9.4
All.....	2.72	3.58	0.86	31.6

The second aspect of this study concerns itself with the effect of kindergarten training upon later school progress. The problem has been suggested in connection with the foregoing discussion of achievement. The data used are by-products of a state-wide study of Pupil Progress in Iowa based upon a total of 38,144 cases. In this portion of the study only cases from schools having annual promotions are used. This gives a total of 8476 pupils with kindergarten training and 10,897 pupils without kindergarten training. The exact distribution of these by semesters in school is given in table VII. In the administration of this study the progress data were transferred from a survey-record blank to tabulating machine cards and sorted mechanically.

These data were obtained directly from progress tables for each group. These tables, which unfortunately, cannot be reproduced here, show for each child the number of semesters he has been in school in relation to the number of semesters of progress he has made. From this tabulation it is possible to determine the average number of semesters of progress made by a child for each semester in school, or the reverse of this, the average number of semesters in school for one semester of progress.

This table shows that the 1567 kindergarten pupils who were in school one semester at the time of this study made on the average 1.00 semesters of progress for each semester in school, etc. This was to be expected. The average for the whole group of 8476 children with kindergarten training was 0.96 semester of progress compared with 0.93 semester of progress for the non-kindergarten group of 10,987 cases. The meaning of these figures in terms of semesters in school required for one semester of progress is shown in the next table. Table VIII shows that on the average the whole group of kindergarten children required 1.08 semesters in school, while the non-kindergarten group required 1.13 semesters to make one semester progress.

TABLE VI

Comparative achievement at same mental level

Kindergarten vs. non-kindergarten

GRADES	PAIRS OF CASES	MEAN MENTAL AGE MONTHS	MEAN ACHIEVEMENT SCORES		DIFFERENCE IN FAVOR OF KINDERGARTEN	STANDARD DEVIATION DIFFERENCE	STANDARD UNITS
			Kindergarten	Non-kindergarten			
II, III	75	129.3	24.5	22.4	2.1	1.08	1.94
IV, V, VI	140	177.7	63.1	58.7	4.4	1.31	3.36

TABLE VII

Average semesters of progress for each semester in school

SEMESTERS IN SCHOOL	KINDERGARTEN		NON-KINDERGARTEN	
	Number of cases	Progress index	Number of cases	Progress index
1	1,567	1.00	1,623	1.00
3	1,411	0.94	1,566	0.91
5	1,194	0.94	1,531	0.91
7	1,139	0.96	1,365	0.92
9	1,019	0.96	1,343	0.93
11	856	0.96	1,232	0.93
13	692	0.97	1,097	0.94
15	478	0.96	832	0.94
17	89	0.84	219	0.82
19	24	0.76	74	0.74
21	7	0.71	10	0.65
23			5	0.65
Total....	8,476	0.96	10,897	0.93

TABLE VIII

Average number semesters in school for one semester of progress

PRESENT GRADE	KINDERGARTEN		NON-KINDERGARTEN	
	Number of cases*	Average rate	Number of cases	Average rate
I	1,715	1.18	1,887	1.29
II	1,450	1.09	1,683	1.18
III	1,197	1.07	1,585	1.12
IV	1,151	1.05	1,414	1.11
V	988	1.04	1,334	1.08
VI	837	1.03	1,211	1.07
VII	636	1.02	998	1.05
VIII	502	1.04	785	1.04
Total....	8,476	1.08	10,897	1.13

* Boys and girls almost exactly equal in number.

The real significance of these differences is not apparent in this form. Table IX shows the relative amounts of acceleration, normal progress, and retardation for the two groups, and serves to make these differences stand out more clearly. In arriving at a measure of acceleration the actual number of half-grades skipped was counted, and turned into the number of half-grades skipped per 100 pupils by dividing the number of skips by the number of pupils per grade group. This was done for those making normal progress as well as for those retarded.

In summarizing these data the records for the normal first grade groups (one semester in school) and the normal eighth grade groups (15 semesters in school) were omitted due to the fact that first grade children had had little or no opportunity for retardation, and the eighth grade children had little or no opportunity for acceleration to show in the records. The averages are thus based upon the records of these pupils who have been in school from 3 to 13 semesters inclusive.

TABLE IX

Relative acceleration, normal progress and retardation

Iowa Progress Study—annual promotion schools

SEMESTER IN SCHOOL	GRADE	CASES	GROUP	ACCELERATION		NUMBER NORMAL	NUMBER NORMAL PER 100 PUPILS	RETARDATION	
				Number of ½ grades skipped	½ grades skipped per 100 pupils			Number ½ grades failed	½ grades failed per 100 pupils
1	I	1,567	Kindergarten	6	0.4	1,564	99.8		
		1,623	Non-kindergarten	4	0.3	1,621	99.9		
3	II	1,411	Kindergarten	26	1.84	1,255	88.94	286	20.26
		1,566	Non-kindergarten	24	1.53	1,296	82.75	516	32.95
5	III	1,194	Kindergarten	38	3.18	990	82.92	388	32.50
		1,531	Non-kindergarten	20	1.31	1,189	77.66	682	44.55
7	IV	1,139	Kindergarten	28	2.45	995	83.84	368	32.30
		1,365	Non-kindergarten	32	2.35	991	72.60	824	60.32
9	V	1,019	Kindergarten	88	8.63	800	78.51	416	40.82
		1,343	Non-kindergarten	74	5.51	938	69.84	876	65.22
11	VI	856	Kindergarten	80	9.35	639	74.65	432	50.47
		1,232	Non-kindergarten	64	5.19	813	65.99	1,034	83.93
13	VII	692	Kindergarten	92	13.3	495	71.53	374	54.05
		1,097	Non-kindergarten	56	5.1	704	64.18	952	86.78
		478	Kindergarten	0	0.0	365	76.16	316	66.11
		832	Non-kindergarten	0	0.0	555	66.70	792	95.19
Averages on 3 to 13 semesters, inclusive			Kindergarten		6.5		80.1		38.4
			Non-kindergarten		3.5		72.2		62.3
Differences					3.0		7.9		23.9

The summary shows that on the average there will be three more half-grades skipped by each 100 children with kindergarten training than by a similar 100 children without such training. Of 100 kindergarten children about 8 more will be making regular progress and almost 24 less semester-failures per 100 will be made.

The question of the differences in progress for groups having short or long terms of training in kindergarten arises at this point. Table X shows the average rate of progress for two groups of kindergarten pupils having from 3 to 6 months and 7 to 10 months kindergarten training respectively. Apparently the differences between the two groups are slightly in favor of the group with the shorter term in kindergarten. This is shown in somewhat more striking manner in table XI. This tabulation shows that there will be slightly more accelerates per hundred for the group with only 3 to 6 months kindergarten, and that there will be somewhat fewer retardations (half-grades failed) per hundred for this group.

TABLE X

Average semesters in school for one semester of progress

Iowa Progress Study—annual promotion schools

PRESENT GRADE	KINDERGARTEN GROUPS (8476 CASES)	
	3 to 6 months kindergarten*—average rate	7 to 10 months kindergarten†—average rate
I	1.16	1.18
II	1.06	1.09
III	1.05	1.08
IV	1.03	1.05
V	1.03	1.04
VI	1.02	1.03
VII	1.01	1.02
VIII	1.01	1.03
Total........	1.06	1.08

* Sixteen per cent of all cases with kindergarten.

† Eighty-four per cent of all cases with kindergarten.

Apparently it is not the amount of kindergarten training so much as it is the fact that he has had it some time that affects the child's later school progress. Either an acceleration is given the kindergarten child by his early contact with the school or only the slower and less able children are retained in the kindergarten for the longer term. A complete answer to this is not available. However, the data given in table XII offer a suggestion as to where to look for part of it. In contrast with the data reported by Goetch, this table based upon a rather significant number of cases indicates that these non-kindergarten children entered first grade approximately four and one-half months younger than did the kindergarten group. This is unquestionably significant in view of the greater acceleration, greater normality of progress, and smaller amount of retardation for the kindergarten groups who enter almost exactly a half-year later and who must therefore make much more rapid progress in order to make up for this later entry.

SUMMARY AND CONCLUSIONS

The results of these studies of the effect of kindergarten training on later school achievement and progress may be summarized briefly as follows:

1. The kindergarten pupils in all grades were judged by their teachers as being markedly superior in general scholarship and in general social ranking.

2. The kindergarten groups were found to be somewhat superior in all grades in general intelligence and significantly superior in general educational achievement. The superiority in educational achievement apparently exceeds the superiority of the same group in intelligence. This is supported by the fact that the average educational achievement of two kindergarten and two non-kindergarten groups of the same

average mental ages (with same standard deviation) was significantly greater for the kindergarten groups in both cases.

3. There seems to be no evidence from these studies that the kindergarten training affects superior or inferior children differently. If anything the evidence is conflicting.

TABLE XI

Relative acceleration, normal progress and retardation of two kindergarten groups

SEMESTER IN SCHOOL	GRADE	CASES	GROUP	ACCELERATION		NORMAL PROGRESS		RETARDATION	
				Number ½ grades skipped	½ grades skipped per 100 pupils	Number normal	Number normal per 100 pupils	Number of ½ grades failed	½ grades failed per 100 pupils
1	I	305	K 3–6	0	0	305	100.0	0	0
		1,217	K 7–10	6	0.5	1,214	99.8	0	0
3	II	186	K 3–6	4	2.15	161	86.55	46	24.73
		1,182	K 7–10	22	1.86	1,058	89.5	226	19.13
5	III	159	K 3–6	26	16.35	130	81.76	38	23.90
		971	K 7–10	12	1.23	816	84.04	308	31.72
7	IV	164	K 3–6	8	4.87	140	85.36	40	24.39
		957	K 7–10	20	2.08	804	84.01	314	32.81
9	V	142	K 3–6	6	4.22	122	85.9	20	14.08
		844	K 7–10	66	7.82	653	77.34	376	44.54
11	VI	150	K 3–6	12	8.0	116	77.33	72	48.0
		680	K 7–10	68	10.0	506	74.41	342	50.29
13	VII	118	K 3–6	14	11.8	83	70.33	68	57.62
		566	K 7–10	76	13.4	410	72.44	290	51.24
15	VIII	77	K 3–6	0	0	67	87.0	28	36.36
		278	K 7–10	0	0	183	65.8	260	93.52
3 to13 semesters, inclusive		919	K 3–6	70	7.61	752	81.82	284	30.90
		5,200	K 7–10	264	5.07	4,247	81.67	1,856	35.7

4. The evidence on age of entrance to first grade is also conflicting. Goetch found that the kindergarten groups in his study entered first grade somewhat younger than the non-kindergarten children. The results of the larger Iowa Pupil Progress Study indicate that the non-kindergarten pupils enter first grade almost exactly one semester younger, which, after all, is what one might expect.

5. The kindergarten group required a somewhat shorter time to make one semester of school progress. A conservative statement shows that 100 kindergarten children will skip 3 more half-grades per year than a like number of non-kindergarten children. Of 100 kindergarten children about 8 more will

make regular progress, and almost 24 less half-grade failures will be made.

6. The difference between approximately one semester and two semesters of training in the kindergarten does not greatly affect the later progress of the child as shown in this study. The operation of some uncontrolled factors such as the practice of promoting the very able children from the kindergarten to the first grade at the end of one semester would account for a portion of this.

TABLE XII

First grade entrance age

Iowa Progress Study

	BOYS		GIRLS		TOTAL	
	Kindergarten	Non-kindergarten	Kindergarten	Non-kindergarten	Kindergarten	Non-kindergarten
Number of cases	4,203	5,520	4,245	5,366	8,448	10,886
Mean in months:						
3 to 6 months kindergarten*	76.40		74.90		75.65	
SD. Mean	0.43		0.40		0.30	
7 to 10 months kindergarten†	75.25		74.99		75.10	
SD. Mean	0.13		0.12		0.03	
All cases	75.65	71.39	74.95	70.15	75.36	70.78
SD Mean	0.12	0.14	0.12	0.13	0.03	0.03
Differences (all cases)	4.26		4.80		4.58	
SD Diff	0.17		0.14		0.03	

* Sixteen per cent of all cases with kindergarten.

† Eighty-four per cent of all cases with kindergarten.

7. So many uncontrolled variables appear at unexpected places in studies such as these that the only safe conclusion which may be drawn at this time is that much further research in this field must be carried on before a final evaluation of the kindergarten can be made. However the bulk of the evidence shows that something does happen to the child as a result of his experience in the kindergarten which affects his later progress and achievement in a favorable and measurable fashion. On the other hand the failure of the kindergarten to produce these differences would not necessarily jeopardize its place in the educational program.

Art Supervision in the Primary Grades[1]

IDA SHIVE BENTZ

Student, School of Education, University of Chicago

ART in the primary grades serves the child as both handwriting and reading. It is a vehicle of expression before the child acquires the ability to write, and, being more graphic than words, art has meaning when the printed word is unintelligible. Art education is of acknowledged importance in the lower grades, but the methods of teaching this subject are not so well established as in the other branches. This is due to the fact that few teacher-training institutions have had adequate courses in art education, in spite of the fact that Benjamin Franklin advocated the teaching of art in the public schools as early as 1767. To improve this condition is the business of art supervision.

The purpose of supervision in any field is—first, the improvement of the teaching act; second, improving the teachers in service; third, selecting and organizing the subject matter; fourth, testing and measuring and rating. In the art field the immediate aim is the improving of the teaching act by the teachers in service. Art instruction must be made more productive of development in the child, and this can be accomplished only through the cooperation of the classroom teacher. This may be achieved by realizing the following purposes:

Continuity:
  a. In development of skill
  b. In acquisition of knowledge
  c. In the appreciation and the selection of beauty
Economy—gained by the adjustment of the task to the ability and the interests of the learner
Development of the teaching ability:
  a. By preventing wrong methods
  b. Improving right methods
  c. Developing independence through
    1. Right technic
    2. Right attitudes
  d. Well understood standards
  e. Definite organized program, developed *by* scientific principles of education *through* the best known methods of teaching, *with* the cooperation of the classroom teacher

As art education has been a part of the school program since 1870, it would seem that standards and objectives would be well organized. But a peculiar situation has prevented the natural development of this subject. When art was introduced into the schools, the average teacher was not prepared to administer instruction in the new field, so the teaching of art was placed in the hands of a "specialist," one who had the necessary technical skill to present the material correctly.

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[1] Reference Books for Primary Art Work, page 439.

The subject itself was called "a special subject" because of the problem of methodology and because of the different materials used. The school was a highly institutionalized unit, but in art, the instruction was departmentalized, a situation that was exceedingly difficult to handle. The teachers had little or no opportunity to prepare themselves to teach art, for the normal schools and colleges did not have courses in art, and the poor "specialist" was so busy dashing from school to school that her instructions to the teachers were quite "sketchy." The result was the natural one under the unnatural condition of having the children acquiring more practice in art than the teachers. The teachers hesitated to undertake the teaching of the subject, for in many cases the children drew better than the teacher. An attitude developed that art was the field of the gifted few, therefore they were safe in washing their hands of the entire matter. The entire responsibility of the art instruction rested on the "special" teacher. This led to certain forms of administration in this field; one, the departmental art teacher; the other, the teacher-supervisor.

In many cities there is a special art teacher in each building who teaches all the grades, primary and intermediate. In the case of the primary grades, this "special" teacher enters the room at regular stated periods each day and conducts the lesson. The subject matter used by this departmental teacher is outlined by a general art supervisor, who is responsible to the superintendent for the results of art instruction in all the schools.

The departmental teachers meet with the supervisor to discuss courses of study, materials and methods, and report on the progress of the pupils in the various buildings. The supervisor visits the departmental teachers to check up on the teaching and give needed help. In this way the supervisor occasionally enters the primary classrooms and comes in direct contact with the children and teachers for a very limited time.

The small town usually has the other form of art supervision; that is, the teacher supervisor. The course of study is organized and sent out to the teachers. Each grade has a conference with the supervisor and the work is demonstrated and explained. The program for each meeting covers about four weeks of work in art—that is twenty lessons in the primary grades. After the conference, the supervisor travels from school to school and gives a lesson in each room, usually one that the teacher thinks has special difficulties from her viewpoint—or ability. Sometimes a new problem is started which is finished by the classroom teacher. In this way the room teacher is more or less responsible for the art teaching.

These are the two most common forms of so-called art supervision. The result in either case is the same: First, the isolation of the subject; second, a distinct loss of time due to the necessity for the children's adjustment to a different, though not new teacher. The relations between a primary child and his teacher are exceedingly close. The school must satisfy his feeling of unity and help him to see the relation, or rather, the relatedness of all the day's experiences. Continuity of experiences is the most important factor in the learning process and must not be violated. The kindergarten-primary department has expended every effort within its power to gain unity and coherence in the school program in order to tie all the activities together into a single smoothly flowing consciousness. Then why introduce a different teacher for one or two subjects, for the only result is the isolation of the material so taught?

This separation of the art experience is intensified by the use of different materials—certain papers, crayons instead of chalk and pencils. When the lesson is ended, another period of adjustment is needed to get back to the familiar conditions and teacher. There is a definite slowing up in this mental "changing gears" that does not tend to increase the rate of progress in skill and understanding which should be produced by expert instruction. Therefore the visiting teacher loses more than she gains, measured in actual growth.

The child's attitude toward art is being fixed. He thinks that drawing is not a natural, commonplace thing, to be used at will, but a thing apart, requiring special tools and a special time. This defeats the major aim of art as a means of expression. Again, the visiting teacher has no clear cut knowledge of the day's happenings and cannot successfully tie up her particular lesson with the general experiences of the day. The little child may have learned to draw the particular object or thing with greater proficiency under the special teacher, but his actual understanding and utilization of the matter depends upon his interpretation of the drawing activity in the light of his other experiences, hence the impression is not as lasting under such conditions as under familiar conditions. It is fair to say that the special teacher or the supervisor does not materially aid the child by directly teaching the art lessons to him.

And the teacher? While the teacher-supervisor is conducting a lesson, the classroom teacher is observing the process so as to become capable of continuing the work or repeating the same or similar exercises. That is the basis on which all demonstration teaching is done. Demonstration has the merit of being rapid, for it is an easy way of understanding and mastering new procedure. But its value is not permanent unless accompanied by a repetition of the principles involved. The supervisor rarely has an opportunity to see if the demonstrated material is used, for her entrance into a room means the explanation of a new point, not the evaluation of something previously covered. This is true in all art work and will remain so until the full responsibility of the subject is completely in the hands of the classroom teacher, and all instruction of the teacher is conducted elsewhere than in her own primary grade. This statement of the art situation in the primary grades reverts to the question—just what should the art supervisor accomplish and how should she do it?

First, continuity in the learning process must be maintained by making the teaching more productive of development in the child—that is, the child must be able to learn more in less time under supervision than he could learn without supervision. Regardless of the quality of the instruction, if the entrance of a different teacher slows the learning process by unnecessary readjustments the process is wasteful. The time of the child is limited, and the raw materials of the process are human energy and time; therefore the methods must be productive of the greatest good. Since the departmental teacher does not accomplish *more* in the way of child progress than the classroom teacher, the art teaching should be left entirely in the hands of the primary teacher. The same conditions apply to the teaching of the supervisor. Demonstration teaching from the standpoint of economy might be done by a successful room teacher with her own school, in the presence of the observing group. Methods, after all, are but general guides, instruments, or tools, never ends in themselves.

The art supervision in the primary grades should concern itself with the improvement of teachers by, first, preventing wrong methods. This is best accomplished by the pre-teaching conference, which Barr and Burton define as (*a*) dealing with specific teaching technic, (*b*) dealing with specific lessons. The purpose of the conference is to organize the material and plan the lesson procedure for the greatest benefit of the learner. Second, the follow-up conference is the logical way of continuing growth in the right methods, by the consistent and systematic pursuit of better methods and the addition of new material of *proved* value.

Each primary teacher has a definite program built around the child's needs and interest, and the art work must be closely related. It follows that the classroom teacher should suggest the content of the art course best suited to her grade. This assures teacher participation, and gives the supervisor an opportunity to give any required training to the teacher without seeming to impose it. Conferences to organize the teacher's material according to scientific methodology and the principles of child psychology, as well as to secure unity throughout the system can be made a means of genuine growth in skill and ability for teacher and supervisor. The establishing of definite aims and clear cut standards should guide these conferences while the individual teacher would have the necessary freedom to develop as far as her natural capacity permits.

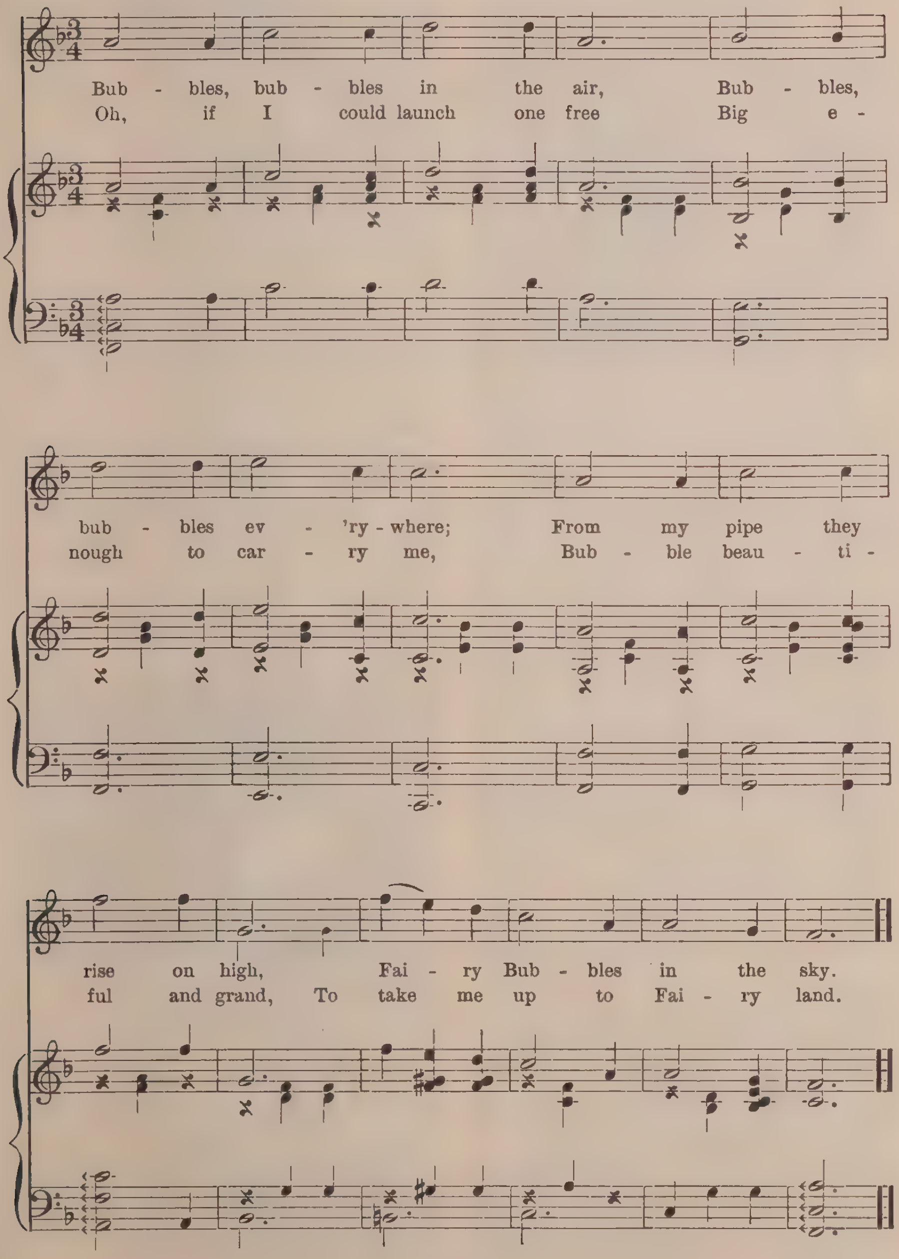
The teacher and the supervisor would arrive at real cooperation with the common aim—maximum child development under proper learning conditions. The teacher would be free to develop and use her own initiative, with the supervisor ready to aid her through her wider training and her constant research in the field. The best conclusions of all art educators would be at the disposal of the individual teacher through the competent effort of the supervisor. In the primary grades, particularly in order to give concreteness to ideas, the supervisor might provide mounted pictures in sets, lantern slides, posters, charts, models, costume dolls, and historical objects for the general use of the teachers in their art work. Time will be economized by providing adequate materials for illustration. This will also provide the approach to any new and better subject matter which the supervisor may wish the teachers to think about.

The supervisor should visit the primary grades freely, and because the teacher is doing the work she herself desired and helped organize, the relationship between teacher and supervisor would be on a most democratic basis. Supervisory criticism would merely locate the point of departure for a greater degree of proficiency, and the evaluation of good work would be a joint affair. The supervisor's work in the primary grades is directly with the teacher, and improving instruction in art is a matter of scientific investigation by the supervisor and the teacher on behalf of the *child*, not the subject.

Fairy Bubbles

Russel Gordon Carter
(Youth's Companion)

Ruth Stephens-Porter


Bub - bles, bub - bles in the air, Bub - bles,
Oh, if I could launch one free Big e -
bub - bles ev - 'ry - where; From my pipe they
nough to car - ry me, Bub - ble beau - ti -
rise on high, Fai - ry Bub - bles in the sky.
ful and grand, To take me up to Fai - ry land.

Department of Nursery Education

The Kalamazoo Nursery School

Marie B. Fowler, *Supervisor Early Elementary Department, Kalamazoo, Michigan*

THE Kalamazoo Nursery School became a reality in September 1926 due to the cooperative efforts of several organizations interested in the welfare and education of preschool children. The Early Elementary Club, composed of the kindergarten, first, and second grade teachers in the public schools was the first to arouse an interest in the preschool child by bringing lecturers to the city. More recently these teachers have been raising money for maintaining a nursery school by sponsoring good movies for the older children. Last spring they gained the cooperation of the Child Welfare League, the Kalamazoo branch of the American Association of University Women, the Child Conservation League, and the Board of Education.

The Child Welfare League provides a nurse who inspects the children daily and a child specialist who gives thorough physical examinations each semester. The American Association of University Women and the Child Conservation League contributed the cots, blankets, and dishes, and hope to add other equipment as the need for it arises. The Board of Education allows the use of the kindergarten suite and playground in the most centrally located public school building in Kalamazoo. The Early Elementary Club pays the salary of one of the nursery school teachers and provides all of the toys, dolls, pets, and materials which the children use. They also provide towels, wash cloths, combs, orange juice, cod-liver oil, and pay for laundry and student help. The nominal tuition charge per child covers the salary of the second teacher.

A nursery school board made up of representatives chosen from these cooperating bodies meets once a month to consider the problems and needs of the nursery school. The nursery school mothers are also represented on this board.

The teachers in the nursery school are kindergartners of wide experience in the Kalamazoo kindergartens who have specialized recently in nursery school education. These teachers have assisting them full time, one third year student in kindergarten-primary education at the Western State Normal School and one graduate student in psychology and social work from Goucher College. They also have a student paid by the hour who prepares the orange juice, takes care of the dishes, and looks after the equipment. This last person, however, has no teaching responsibility in connection with the children.

We have enroled to date seventeen children. Twenty is the maximum enrolment. These children range in age from two and a half to four and a half years. They come from different types of homes so that we have in our group a cross section of our American democratic society. The parents of these children pay a small tuition.

It has been necessary for us to start with only a half day program. The children are brought by their parents between eight and eight-thirty in the morning. The children are inspected daily in the presence of the parent by the nurse or doctor before they are admitted to the group. In case the child is not in perfect condition, he is sent back home with the parent with suggestions for treatment. Following inspection the children change to their play clothes and play shoes and go to the play room. Here they are greeted by the nursery school teachers. They drink a glass of water, go to the toilet, and wash their hands before they engage in any play activity. When the weather allows, they go to the playground out of doors for an hour or an hour and a half in the sunshine. This playground is equipped with swings, teeters, turning bars, sand box, packing boxes, garden space, and a paved space where tricycles, kiddie cars, wagons, and doll buggies may be used. In order to provide the stairsteps so necessary in the development of the two and three year old, we have built a stile over one of the kindergarten windows where children can get in and out the windows from the nursery school suite to the playground. In addition to the regular kindergarten equipment, the nursery school is provided with the large hollow blocks, stockinet dolls, picture books, cots for rest period, dishes, blankets, empty boxes of various sizes, and so forth.

Vigorous Activity Intelligently Supervised Out of Doors in the Sunshine, Promotes Mental, Emotional, and Physical Health

A Variety of Large, Simple, Crude Play Equipment Encourages Wholesome Endeavor

The lunch period comes usually between ten and ten-thirty and is preceded by washing of hands and face, combing hair, each child having his individual wash cloth, towel, and comb. They then help place the lunch things on the table and after the teacher says a simple grace, they drink their orange or tomato juice. On the recommendation of the examining physician, several children have codliver oil with their juice. The rest period on cots follows the lunch period. The children remove their shoes for this and rest for twenty or thirty minutes. The rest period is followed by stories usually, or songs, or whatever is needed to balance the day. By eleven-thirty the parents call for their children.

The teachers hold a conference with individual parents following a half day observation by the parents. These conferences prove most valuable and more successful than conferences with the entire group of parents. The teachers' policy as they work with the children is one of "hands off" unless it is absolutely necessary for them to step in. Theirs is the task of child study which means note taking in regard to the activities and behavior of each individual child. These daily study notes for each child are summarized at the close of the week on large sheets containing such headings as physical development, emotional development, social growth, initiative, purposefulness, investigation, and so forth.

We have been very happy in the reaction of parents to the growth and development of their children through nursery school experiences. Mothers report that their children have more interests to share with the rest of the family, that they are sleeping better, that they are taking their naps without being urged, that they eat everything that is placed before them, and that they are better able to play alone. In the short time that we have had the children there has been normal gain in weight and height and the correction of some physical difficulties. Visits to our nursery school by three nursery school experts have been most gratifying. They feel we are doing a most worthwhile piece of demonstration work. Not only are we meeting the needs of the children in our care and aiding the parents of those children to understand them better, but we are uniting many clubs and organizations through a common interest.

Come, choose your road and away, my lad,
Come, choose your road and away!
We'll out of the town by the road's bright crown,
As it dips to the sapphire day!
All roads may meet at the world's end,
But, hey for the heart of the May!
Come, choose your road and away, dear lad,
Come, choose your road and away.

—ALFRED NOYES.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Editor's Notes

THE realization of need for progress in elementary education is world-wide. The New Education Fellowship, an international organization, gives this fine definition: "The essential object of all education should be to train the child to desire the supremacy of spirit over matter and to express that supremacy in daily life. The new education should therefore always aim at releasing spiritual and creative power in the child."

Attractiveness and serviceability do not always go hand in hand, in fact they seem to be often in open conflict. An instance of this appears in our modern primary readers. The covers of these delightful texts are designed to make a strong appeal to the children. From motives of economy the thrifty school board orders all this charm to be covered by strong, plain, brown paper covers. So the appeal is lost.

A way out of this dilemma seems to be at hand. Certain far-seeing publishers think it may be possible to supply with each text a strong cover designed to furnish the needed appeal, probably decorated with the picture which now appears on the outside cover of the book itself.

Take up this question with the publishers of your favorite texts. Let them see the need for such a change.

Informal Teaching from the Administrator's Angle

FLORA J. COOKE, *Principal Francis Parker School, Chicago, Illinois*

As administrator during the past twenty-five years, in a pioneer school of the freer type, including children from the kindergarten through high school, I should be prepared by experience to give some specific data upon the effect of informal teaching upon children. I take it that by "emotional life" is meant the all embracing "urges" and the "will to do" which impel mankind, big or little, to physical, intellectual, æsthetic, and spiritual activity.

It is an important angle, this general view of creative work throughout a school, and the administrator who would have his teachers undertake this difficult but satisfying type of work must do more than observe and watch and pray.

He must provide for their inspiration and encouragement, by opportunities for contact with educators who believe in such work and with other schools of the freer type, and he must actively help his teachers to produce an environment in which creative work can thrive and prosper.

It is not easy to provide conditions which meet the needs of children of varying abilities, experiences, gifts and limitations and to help each one to move as far as he can toward good citizenship, a goal which the Francis W. Parker School accepts as its controlling aim in common with many other schools.

This school to which I belong, inherited its desire for "freedom balanced by responsibility," for both teachers and children; as well as many of its other outstanding educational principles and beliefs, from Colonel Parker. He was a great administrator, a great teacher and leader. He affected the emotional life of every member of that old Normal School in Englewood—teacher and student alike—so that they went forth yearly, a hundred or more, far and wide over the land, inspired by the greatness of the task they had undertaken; filled with an ambition to teach and keenly alive to the privileges and responsibilities of the work they had chosen. Many of the tenets of the so-called "new" and freer type of education were understood and used, though few were originated in Colonel Parker's Normal School forty years ago.

Because in the schools of his day, children of strong personality and creative genius did not find favorable conditions for their development and education and in consequence many of them were pushed out of the school at an early age. Colonel Parker devoted his life to creating a different kind of a school, a school in which the so-called "informal" type of teaching predominated. The teacher set the stage, the children were the actors, and both understood the plot and enjoyed playing their parts. Colonel Parker believed that every avenue to a child's soul should be open and in use, that there should be continual intake and outgo in many directions—impressions and expressions, stirring the emotions, controlling the mind, and determining behavior. He believed the school as well as the home to be responsible for creating a fit environment for all children to live and grow in, a delightful field for experiment and training, a place in which children could keep alive and satisfy curiosity, outdoors and indoors, in classroom, laboratory, shop, studio, library; a place where they would have contact with beauty and opportunity to express it in many forms; where they would learn to choose and judge for themselves. He believed the school should not only stimulate children to use all their various powers but that it should also equip them unconsciously but steadily with a sense of responsibility for their own actions and achievements. And surely this sense is the necessary "balance wheel" both for those who would exercise freedom and initiative of the more irresponsible kind, and also for those children who have a tendency selfishly to absorb conventional education with no desire or ability to express what they have taken in. It is hard to measure tangibly in words the effect of such opportunities and balanced exercise upon children, but it shows clearly in the interests, tastes, habits, and attitudes which they develop and use in their daily lives.

From an administrative point of view the school which fosters the free and creative type of work will always need to guard against grave lacks and gaps in the child's education until experience shows its faculty that it must be unified in its chief purposes and ideals and in its large controlling principles; and that the teachers must work together for the good of the whole. Such unification is particularly an administrative problem. It is the duty of the principal to bring his teachers face to face with the whole problem of a child's education, to provide the machinery for frequent faculty meetings and conferences to foster understanding and cooperation among them. Such close organization is necessary to give children large scope and diversity of experience in the different grades and also adequate continuity of experience throughout the course. The skills and the control of the tools of learning must be a definite and conscious part of the teacher's objective and each teacher must assume a definite share of the responsibility for results according to the child's needs at each particular step in his progress. It is not our policy to make the child responsible for the selection of subject matter nor to allow him free choice of activity all day long, because he is not fitted either in experience or in knowledge for the task, and because his intellectual hunger, like his physical appetite, is unsafe as the exclusive guide for his daily nourishment and for a balanced ration; however, it is planned to give him much freedom and opportunity for choice and assimilation within the scope of the carefully selected materials which the teacher spreads before him and which should contain the various elements necessary for his best development.

In a free school, as in any other school, the teacher is the factor which influences most the child's success or failure. Therefore the selection of teachers for this type of work is the administrator's first and greatest task. It is not enough that teachers in such schools love and understand children. They must have vision and must be genuine students of childhood, society, and books. They must be flexible enough to adjust themselves to the ever-changing world. They can no more be docile and servile than cock-sure, domineering, and self-centered.

I believe therefore the Francis W. Parker School, from the standpoint of its long experience, its attention to the selection of creative teachers, and the providing of a stimulating environment, is ready to speak a word of encouragement for those who would attempt the informal type of teaching. In spite of its mistakes and in spite of the social and emotional upheaval caused by the war, the school has been able to send its graduates into practically all colleges in the country. It is now accredited with all colleges which accredit. More important than this, it has been able to keep throughout the high school course a minimum, yet comparatively generous amount of the so-called extra curricular activities for all the pupils. Credits in music, handwork, art, gym, are required for graduation from every pupil. In addition to this more academic work there are many voluntary activities carried on by the students and these are encouraged and nourished, informally, but not incidentally, by the faculty. Many of the undertakings that follow are self-initiated and directed, and therefore indicate the effects of the varying emotions and interests of the pupils.

An important activity is the school paper, which is published each week by a staff of high school pupils which collects the material, sets the type, and issues the paper every Monday morning, with no censorship until the paper is off the press. The history of this school paper was published recently by one of its editors and is available for anyone interested in such work. It has a faculty advisor who meets with the staff every week to inspire them to higher standards of taste and operation. All this work must be done in the free or study periods of the pupils and I know of no activity which is more educative or more stimulating in its all-around influence upon pupils. One editor alumnus has paid all of his expenses in Antioch College for two years through what he learned in the print shop. Another was accepted as a reporter on the Tribune and is now a budding journalist of promise in San Francisco, while still another is superintendent in a printing establishment in Chicago.

Another voluntary staff of high school pupils publishes the school Annual and does everything connected with it (with the exception of setting the type)—and the intellectual, ethical, and emotional demands which this undertaking involves teach these boys and girls lessons invaluable to them in college and in life.

There is the school "Forum" also for high school pupils, which meets one Friday evening each month. It is organized in eight groups according to the pronounced interests and gifts of the pupils. They may elect the music, art, dramatic, debating, science, or literature group, and each group prepares one number for the program each month. Again, all this work is prepared, rehearsed, and performed without interference from teachers, though there are three faculty "advisors" ready to help and offer constructive criticism from time to time. The beauty and originality of some of these programs and the ability of the pupils which appears in them is often a pleasant surprise to the teachers.

The social life of the high school pupils functions in four high school evening parties, each class giving one party. In these gatherings the pupils have social training as hosts and guests and the group giving the party prepares other forms of entertainment for those who do not care for dancing. They buy the refreshments, arrange for the music, make and place the decorations. The faculty also gives one party during the year. These parties are all under the regulations made by the social committee of the school which consists of four teachers and two elected representatives of parents and pupils from each grade in the high school.

The high school students also have a far-reaching form of student government which includes many responsibilities. The actual classroom recitations are under the teacher's direction but all matters outside the class room work are under student government control. There is a president, secretary, and an elected student council, with student members from each grade, a judge and jury and eight standing committees. The history of student government was also published by the officers of 1924–25. The form of the constitution and its practice is modified and improved by experience from year to year. This is by far the most useful and educative responsibility in the school.

The senior class plays should also be mentioned as among the outstanding student activities of the high school. In these every member of the graduating class takes part. The senior plays are now a tradition in the school and are the media through which the graduating class gives its best to the community. And because of the way they are given, and the director's personal influence, they make perhaps the greatest ethical impression upon the pupils of their entire school life.

Besides this there are many individual and group projects, a large number of which contribute valuable material to the school bazaars and to the Christmas Toy Shop.

An individual responsibility which is of great value to the school is that undertaken by high school pupils in acting as officer-of-the-day one day each semester. A part of the officer's day is free for visiting classes and he is responsible for welcoming guests to the school and seeing that they have adequate direction and service. An important part of his work is making a report of his day's work and giving constructive criticism and suggestion as a result of his observations.

Last but not least in the social organization of the school is the daily half hour morning exercise which all members of the school attend and in which they take part daily either as audience or as performers.

In presenting this outline of work for your consideration, I have selected the high school activities because they flower naturally from the freer atmosphere of the elementary school and it must be by its outcome that the administrator can measure the success of the school's theory and practice. Fortunately the primary grades in many schools lay a creative foundation upon which to build but in many schools the more technical and acedemic work crowds the freer activities from the curriculum of the upper grades.

An alumni committee of the school is at present gathering statistics from the colleges, employers, and others in position to know, concerning all our graduates, including those now attending the various colleges and the alumni who are out of college in active life. The committee is trying to ascertain the effect of the Francis W. Parker School teaching and training upon its students as measured by their records in college and by their ability to adjust themselves favorably in later life. The committee hopes to have its data in definite form within the coming year. However, we know now that many of our graduates are engaged in lines of artistic expression, in music, dancing, and on the stage, in the professions of medicine and law, that three are principals of progressive schools. Several students are already engineers and architects and more are preparing to enter these professions. Two are already authors of interesting books and several are devoting themselves to literary pursuits. One has made more than a hundred useful inventions for the General Electric Company, which conserves all his time for this research work. Four are happy as owners and managers of ranches and farms. It is premature to estimate in percentage the influence upon these young people of their opportunities for following their interests and gifts in their early school life, but I believe it is entirely safe to say that our graduates have taken rather notably, not only places of leadership in the college community and its activities as one might expect from their experience and training, but they have also made good records in scholarship and show a very low percentage of failure when one considers that 96 per cent of the pupils of the school go on to some form of higher learning. One of our greatest encouragements is that, year after year, many of the alumni come back to the school as to a home, to report progress and to express their appreciation of the ideals, tastes, interests, and attitudes which their friends and teachers in the school fostered in them.

From our record, and that of other pioneer schools of its type, one may look forward in hope and confidence to the creative school of the future, with all the scientific and expert help that is coming to aid such efforts. The open mind is the sign and symbol of progress and we are profoundly grateful for all that experience and psychology, vision and wisdom can contribute. But it is also very important to hold fast to the things of the spirit and to those things which we shall never be able to standardize or measure accurately, or make uniform. So much that touches the emotional life, moves one forward or backward, cannot be tested, stamped, classified, and pigeon-holed. Its laws are too subtle and deep. Who can estimate, prophesy, or conceive of the changes which an intense or sustained emotion, good or bad, can produce in a child's attitude toward life? His feelings of joy and freedom, of sadness and repression, of success or failure in his earliest years, seem to color and influence, to give trend and "set" to his entire adult life.

All we can do as teachers, is to attempt the best all-round growth for each individual child that is entrusted to our care. Let us teach him to find satisfaction in cooperation with his fellows rather than in selfish competition for the first place—joy in his own creative effort and deep appreciation of the beauty which he sees in the work of others. Let there be in his life a balance of "give and take" and of doing both freely and generously. Let us cultivate in him mental and moral courage to face the problems of his life.

The joy of a creative life and the achievement of noble purposes is the law of happiness and of a stable emotional life. There must be a balance of intake and outgo, for,—the explanation of human life is that it gives, and just in proportion to the value of that which it gives, it receives and grows.

Informal Teaching from the Point of View of a Teacher and a Mother

LUCY SPRAGUE MITCHELL, *New York City*

I have been trying to think exactly what I mean by formal and informal teaching. I find that the very word "formal" does something to my posture—my physical and mental posture. There is a certain rigidity which runs through me, a certain inhibitory tenseness. Is this a muscle memory of desks and all the physical restrictions of a formal class-room? Or is it also a brain memory of multiplication tables recited but not used? Whatever it is, is it bad? Is there no place for tenseness, even for rigidity?

When I think of a formal garden, the same thing happens inside me. I feel stiff and careful rather than like romping. And yet I like it. The flowers are not spoiled by being put into defined shapes: the trees are not spoiled by being in even rows, not even by being clipped. Changed but not spoiled. I like formal houses. I like formal rooms. I like formal old ladies. I even like formal logic! I like the sense of pattern, the sense of order, of forethought that comes with a balanced design, an entirely thought-out situation. I like the sense of completeness, of neatness which leaves me out as unnecessary and irrelevant. It is a rest, once in a while not to be needed! I think we should lose if we cut all the formal out of the world.

But the way I like those formal things is utterly different from the way I like a workshop, or the open fields, or my own house. There the pleasure is the pleasure of activity, of work, of use. There the pleasure is in being included, necessary, and exceedingly relevant. That is the kind of pleasure called up by the word "informal" and to which my physical and mental posture responds by a sense of aliveness. The contrast is not order and disorder, rigidity and rest. Rather it is completeness and process, looking on and sharing, appreciating and creating.

When we come to children, particularly to small children below that big transition period which comes somewhere around seven years, what kind of muscle and mental postures do we want them to have in school? Are they best as onlookers or as workers? Do they function best in contemplation of a completed thing or in activity? What kind of creatures are they biologically? Mere receptors? Or are they creators as well?

I might have known I would arrive at this point, for I always do when I think of children, no matter what road I seem to start out on. Children are actually biologically different from grown-ups. To begin with—and to end with, too—they are growing. Grown-ups, like Alice in Wonderland, have to run as hard as they can to stand still. The activity of a five-year-old has nothing in common with the fidgets of a nervous old lady. Movement is a biological necessity, a mechanism for development when muscle growth is in an active stage. If the rapidly growing child has no big space to move in, he will squirm in a little space. He can't help it, and if he could it would be bad for him. A class-room has got to make provision for this muscle activity of small children or make the children pay an overwhelming price. Paper and crayons, blocks—above all blocks, opportunities for dramatizing, all these play activities are such provisions.

The activity of small children is not a mere muscle necessity. Their thinking is in the first-hand sense-motor stage, what Piaget has called the "prelogical." Perception with them brings its own compulsion. If their attention is really caught by a sight or a sound or a touch, their immediate impulse is to investigate and to investigate by means of those incomparable tools—their own fingers and ears and eyes and noses. This often seems like mere meddling, and certainly adults have a right to belongings and situations which are not open to the investigations of children. But do those situations belong properly to a school? Is not a school legitimately the children's? And is not a definite portion of a home a child's too? Is a "hands-off" set-up one which meets children's needs? Is it an environment in which they will best grow?

There are two types of grown-ups who have never been willing to submit to a "hands-off" environment, or rather, in a passive rôle they cease to function. These two types are artists and scientists. They have this outstanding characteristic in common—they are experimenters. Their tools and the materials they manipulate are different. But neither group will rest content with the work of others no matter how well organized and beautiful it may be. The creative impulse in art and science alike demands a first-hand attack upon materials or situations.

Children are essentially creators and scientists. Their impulse is towards manipulation. Indeed it is not until they have acquired considerable experience through first-hand experimentation that they come to appreciate the materials or situations manipulated and ordered by others. If we value the art approach or the scientific approach, we must provide for its growth within the educational system and within the family set-up. This necessity for first-hand experiencing has a sound physiological basis, as I suppose everything has if we only had the wit to discern it. Neurologists tell us that every incoming impression, every excitation of a nerve coming into the brain from a sense organ or more diffuse nervous receptors, must explode its energy into some outgoing path. These outgoing paths, these nerves which carry explosive energy away from the brain, run either to muscles or to ductless glands. With small children the whole inhibitory or regulatory apparatus is so little developed that to see a ball, for instance, is to reach for it. As the nervous control system develops, it becomes possible for the child to inhibit this natural outgoing muscle impulse. But the energy must go somewhere. Unless there is some sort of muscle pathway open, then the energy is shunted down the path to the ductless glands and we get over-excitation there which popularly we call "emotion." This is the price that formal teaching makes children pay when it shuts off the ordinary pathways to muscle activity. The only way children can avoid paying it is to block up the paths of the incoming impressions. Consequently in a regimented school or home we have either nervous twitchy children or callous children who have developed protective blindness, deafness, and general insensitivity. I know this is put in terms which would make neurologists shudder. But if teachers and parents can get from it some conception of the biological necessity for creative and muscle outlets for children, perhaps the neurologists will forgive this layman's picture!

This picture carries with it another educational implication. If this nervous mechanism by which we receive sense impressions and give out muscle or gland expression is common to all of us, all of us should have some art or science outlet. I am convinced this is true. I am convinced that there is no therapy for modern tenseness and nervousness and unhappiness like the therapy of creative work—art or science or social, it matters not which. Moreover, I am convinced it is practicable if we but thought it was. One needs no elaborate tools or materials. Words, for instance, are accessible to the poorest and the most rushed of us. They are a grand field for creative work. Here is a whole studio and laboratory equipment which can be carried even into a subway and there manipulated freely without disturbing the passengers, as I have good reason to know. In fact one can experiment and play with words in every conversation. Few of us are so cramped that we cannot find space for a drawing block and a few pencils. It is not the opportunity we lack so much as the impulse, the courage. That died at the school bench when we were being got ready to live! These subway products may not greatly enrich the world's store of literature, though they well may. Their chief effect will be on the people who produce them. If you don't believe me, try it! Something will happen to you. To begin with, you will be happier. New relationships will become clear to you—for art and science alike are founded on a sense of relations. You will grow in your power to observe relationships and to express these relationships. If we, solidified grown-ups, can be modified by such activities, what must be the effect on fluid children? The children may not produce great verse or great pictures. They may not make great scientific discoveries. But they will yield according to their capacities and that will make them happy. It is not the objective product that counts. What the activity does to the children is to be looked at every time, not the product measured by adult standards. Only with informal teaching can children attack materials and situations in a genuine art-scientific way. Only then can they really function and only as they function are they really happy. Only in an informal set-up can a teacher or a parent utilize whatever opportunities his particular environment chances to afford. It is the mental and physical posture towards living that counts. If that is right, the organism will yield its best. And is this not the ultimate aim of both homes and schools, to provide an environment in which each child, each organism will yield its best?

Does this leave no place for formal subjects in a school curriculum? No. For formal subjects are invaluable tools for attacking certain kinds of materials and situations. But they are only tools. And tools are good according to the use they can be put to. No saw counts much as a saw unless it has some wood to bite. Reading doesn't count much unless you have something you want to read. Multiplication tables don't count much unless they help solve a problem. All of which is saying in another way that nothing isolated amounts to much, that real insight comes only through seeing things in their significant relationships. There is no time to go into the pedagogy of this. But in the formal subjects it means to me that reading, writing, and arithmetic are relevant in a child's life when they can be used as tools to further his own ends. Moreover, that the very learning of these tool subjects must be related to his activities. I believe this too is practicable.

All that I have said about the physical and the mental needs of children I think holds true of their social needs, though again there is no time to elaborate. Children need to work out their social technics, not to have them handed over in a completely organized form. This does not mean license to abuse others any more than being allowed to draw what you please means license to destroy the crayons. But it does mean that the outside guidance is limited to protecting the situation from abuse instead of taking over the job of constructing. I even think that social formality—manners, as apart from consideration of others—can be regarded as a tool for pleasant human intercourse, and become relevant in a child's life, like other tools, when he can make use of it and not before.

I suddenly remember that all this discussion is about character and I have talked only about legs and language and drawings and block building and glands. Yet in the back of my mind there has been a connection all the time. Legs and blocks and glands are pretty important factors in character building, I believe. For character seems to be the sum of our habits. Is it anything more than our characteristic reaction to our environment, the degree and manner in which our surroundings influence us and the degree and manner in which we influence our surroundings? *Is* there anything more? The providing for children of environments in which they will develop efficient physical and mental and social ways of reacting to their physical and mental and social environments is the stupendous task of the home and the school. Their job in broad terms is the same. Their mechanisms are different. Neither can manipulate the children themselves. But they can manipulate the environment in which the children are growing in accordance with the observed reactions of the children. That is, they can if they know enough, or when they know enough. And great knowledge will come only through greater study of how children do really react to different kinds of environment in their successive stages of growth.

Though so much remains unknown about children and so much experimenting in suitable school environment still remains to be done by pedagogical artists and scientists, I feel that one thing has been really demonstrated. Informal teaching, both in schools and homes, provides scope for the physiological impulses to investigate and to create. It provides materials and situations which children can attack and helps them develop technics for these attacks rather than presenting them with fully organized material and thought-out situations. The development to its utmost of power to investigate and to create, which are methods of attack, is of outstanding importance to children and to the world they live in.

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

Officers

President, Alice Temple, Chicago, Ill.
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Kindergarten Extension in Hawaii

The following Act of the legislature of the Territory of Hawaii demonstrates the growing hold of kindergartens here. It authorizes the Department of Public Instruction to maintain ten kindergartens, or a lesser number, and appropriates the sum of $86,000 or a proportionately lesser amount, to provide salaries, expenses, and equipment therefor.

BE IT ENACTED BY THE LEGISLATURE OF THE TERRITORY OF HAWAII

Section I. That the Department of Public Instruction is authorized to organize, regulate, and maintain ten kindergartens, or a lesser number. These kindergartens to be opened in schools distributed upon the Islands of Hawaii, Maui, Molokai, Kauai, and Oahu, at the discretion of the Board of Education.

Section II. The sum of $86,000 or a proportionate amount, is hereby appropriated for the objects herein expressed, for the biennial period ending June 30, 1929, out of any moneys received in the treasury of the Territory of Hawaii from general revenues.

	Ten Kindergartens	*One Kindergarten*
For buildings	$50,000	$5,000
For salaries of teachers	30,000	3,000
Initial equipment and maintenance	6.000	600
	$86,000	$8,600

Section III. Whenever a kindergarten is established in accordance with this law, children under six years of age may be admitted as pupils, until the limit of enrolment for each teacher is reached, such limit to be established by the Department of Public Instruction.

ARGUMENT FOR THE KINDERGARTEN IN THE PUBLIC SCHOOLS

I. *Scientific investigation has now established the period of the pre-school years, i.e., from birth to six, as the most important in the life of the child.*

a. "As the twig is bent, the tree's inclined." Later development is determined to a very great degree by the first formative influences. If so with a tree, how much more with a child!

b. This is the great language period, for it is much easier to learn a language before than after *six*,—a most important item in this Territory, where a very large percent of the children in the Public Schools come from non-English speaking homes.

c. All habits, personal, social, health, emotional and moral, establishing personality traits, are being formed in this period. The influence of these first habits not only continues throughout life, but determines adjustment to the school, the group, and to other individuals. Health habits early established materially reduce later corrective and remedial health work. A large proportion of juvenile delinquency is caused by the unfortunate habits formed in this period.

d. Interests aroused before a child is six years old are the most fundamental and lasting. The best ideas and ideals of the community may be inculcated, and the opportunity given to develop the powers of the child along various lines by the use of suitable material and incentive as provided in a good kindergarten. Agricultural interests are fostered in kindergarten gardens by the use of tool toys.

II. *A good kindergarten reduces retardation in the primary grades, and so benefits the community in terms of dollars and cents.*

a. A recent study of conditions in the Ewa School shows that the children who attended kindergarten and are now in the grades from four to eight inclusive, are 7.4 months ahead of non-kindergarten children; and those children will graduate from the eighth grade 7.4 months earlier than the others. This will be a material saving in expense to the tax-payer, amounting to approximately 18.5 per cent of the cost of education in those grades.

b. Retardation in the elementary grades results in a very serious drain on the school funds. As kindergartens are established, and retardation is reduced, the cost of the kindergartens is fully covered in time. The following table of the growth of the kindergartens on the Mainland, shows their value.

Increase of kindergarten service in the United States during fifty years

DATE	NUMBER OF KINDERGARTENS	NUMBER OF TEACHERS	NUMBER OF PUPILS
1873	42	73	1,252
1882	348	814	16,916
1892	1,311	2,535	65,296
1900	4,811	9,641	225,394
1922	8,889	11,842	555,830

The increase since 1922 has been proportionately greater than in the ten previous years but official records have not as yet been received.

JULIE JUDD SWANZY,
President, Free Kindergarten and Children's Aid Association

EVENING SONG

As I lie there in my bed
And begin to nod my head
Firefly flashes his tiny light
And froggy croaks with all his might.

—DOROTHY OLSEN (*Eight years old*).

Who's Who in Childhood Education

Ella Victoria Dobbs is Assistant Professor of Industrial Arts at the University of Missouri. She was the first chairman of the National Council of Primary Education, serving from 1915 to 1925. Miss Dobbs has been connected with the Pi Lambda Theta, Honorary Educational Fraternity for Women, as organizer and national president and is now first vice-president and editor of the journal. She is state chairman of education for the Missouri League of Women Voters and Missouri Federation of Women's Clubs. Her published works include *Primary Handwork*, *Illustrative Handwork*, *Our Playhouse*, and *Handwork in Grades I to VI.*

Harry A. Greene is an Iowa product—born, reared, and educated in the public rural schools, small town high school, small college, and the State University of Iowa. At present he is associate professor in the college of education and director of the Bureau of Educational Research and Service, State University of Iowa. The data for the kindergarten article appearing in this issue were secured through the cooperation received by this Bureau, and the study was partially financed by the Bureau.

Ida Shive Bentz a graduate student at the University of Chicago, has had experience as a first grade teacher, supervisor of public school drawing in grades and high school in York and Columbia, Pennsylvania, and director of the art work at Clarion State Normal School of Pennsylvania.

Ruth Stephens-Porter's songs were originally written for her own children. But other people's children have had an opportunity to enjoy them since their publication in book form and in such magazines as the Junior Home Magazine and the Normal Instructor and Primary Plans. Her books include *Songs for Little Folks*, *Mother Goose Songs*, and *Songs of the Seasons*.

Marie B. Fowler has been supervisor of the Early Elementary Department of Kalamazoo, Michigan since 1922. The progressive type of work promoted by this department is receiving wide recognition. Before her connection with the Kalamazoo public schools she served as instructor of kindergarten education, Missouri State University and teacher in Dr. Meriam's School.

Flora J. Cooke has been principal of the Francis W. Parker School for the twenty-five years of its existence in Chicago. It is a pioneer experimental school of the freer type, including children from the kindergarten through high school. Miss Cooke lectures as well as writes under such titles as *The Social Motive in School Work*, *The Morning Exercise as a Socializing Influence* and *Expression as a Means of Training Motive*.

Lucy Sprague Mitchell, famous for her *Here and Now Stories* has a new book to commend her to the boys and girls. A new book on a new theme—*Horses Now and Long Ago*.

Alice C. Sies is director of curricula, Woodlawn, Pennsylvania. She is assisting Superintendent H. R. Vanderslice in making a curriculum which will fit an industrial community. Miss Sies was formerly assistant professor of education and head of the department of childhood, University of Pittsburgh and instructor in education, University of Vermont.

100%

Two more local clubs have attained the goal of one hundred per cent membership in the International Kindergarten Union:

SUPERIOR KINDERGARTEN BRANCH, *Superior, Wisconsin*
FALL RIVER FROEBEL CLUB, *Fall River, Massachusetts*

From the Foreign Field

Asili Infantili—Nursery Kindergartens in Italy. Part II

Annie Laws, *Chairman of the Tour Committee of the International Kindergarten Union*

In the April issue, Elizabeth Woodward, a member of the Italian-American Committee for assistance to children described most delightfully her visits to Italian nursery kindergartens. In this number she tells of "perhaps the most picturesque place I have yet visited:"

"Between Rome and Naples is a range of mountains which goes out into the promontories at Terracina and Goeta. It was into those mountains, the Lepini, that I went, leaving Frascati at eight-thirty in the morning.

"I had read over my letters about Castro dei Volsci—one from the Committee asking if I could go down into the Lepini to look over a village which had appealed for help and one from the parish priest which said in part: 'In Castro dei Volsci (about six thousand souls) the Alcantarine Sisters have an Asilo to take children from the streets where parents are obliged to leave them when they go to work. The Cinfraternity gave a contribution but it is insufficient to supply the needs; benches and other furnishings are necessary and a little free luncheon would mean much as the majority of families cannot pay anything. A small quota was fixed but it has not been possible to collect a soldo. This must not be attributed to bad will but because the children are numerous and the poor workmen fathers can not always get work, and the recompense is very small when they do. . . . . '

"As we swing through the chestnut woods

Asilo at Castro dei Volsci

where the brown and gold leaves are falling, off in the distance rise great purple peaks. Still further are the snow capped range of the Abruzzi, while intervening valleys are green as emeralds. We pass Ceceano with its high castle and soon strike southwest into the mountains—all about are gray granite peaks and strange villages thrown down against the mountainsides like a collection of toys of some giant king. It seems an endless ride.

"In the wooded valleys of the Sacco and Amaseno, peasants are shucking corn and spreading the golden kernels out to dry. Groups of women are eating luncheon—all in bright costumes, many with starched white head dress, several with lace fichus. We stop to get our whereabouts and are directed to a little road running up into the mountains. Oak woods scattered about have little brown stone huts nestled under the trees. A small campo santo enclosed within yellow stucco walls shows tall cypresses and pink roses climbing about among the tombs. A mountain ahead looks like a pyramid but at the very top ancient fortifications can be descried.

A Mountain Village, Piglio, Which Has an Asilo

The Church at Torri Caietani—Sole Survivor of the Earthquake of 1915

"We drive on and up to where a turn reveals a mass of light houses tumbling over the southern slope of this apparently inaccessible peak and then we behold Castro dei Volsci, the village we have come to seek. But how to get there?

"A peasant driving a covered wagon drawn by oxen said it was possible to make the ascent by automobile so we decided to eat our luncheon in the car before starting, contemplating somewhat with dismay what was before us. However, after some strong black coffee from our thermos we pull ourselves together and proceed chugging deliberately round loops. A sudden stop—two little scamps dart out and attach themselves like leeches to the car breaking off the trunk racks. After a bit of scolding, on again we puff around curves each lap raising us high above oak woods, vineyards, and olive groves. To look down makes our heads dizzy.

"At last the steep road ends abruptly

Duomo at Piperno

before a great ruined tower and a gate. A fountain, the sole water supply of the place is against the tower. I wish you could have seen the women there getting water. The first glance is startling—an impression of numerous yellow marigolds of every shade and hue—apricot, buff, butter yellow, lemon yellow, orange, custard. All this yellow radiating from the head dresses and skirts of the women, who also wear blue aprons, green skirts or red skirts with velvet bodices over their full blouses, bodices with shoulder bands and embroidered with colors—violet with geranium pink, black with red, and so on. They pause to look at the arriving motor, copper pots or earthenware jugs on their heads. And such jugs! Pale sand brown painted with heliotrope scrolls twining up to the handles.

"To confront this wondering, operatic company in plain, modern covert cloth suit requires self possession. All eyes seem fixed particularly on my feet in oxford ties, as my spectators are either barefooted or shod with the hide squares tied sandal fashion about the ankles.

"Under the dark archway of the gate I ask three pretty girls, aglow with brilliant costumes, for direction and finding they are going past the home of the priest we walk on together. The one street, Via Grande, is an extremely steep stairway paved with narrow pink bricks and a white marble coping and gutter quite different from any place I had seen. After a breathless climb I ask if the Asilo is nearer than the priest's house.

"The procession stops. On a doorstep in front of us sits a young woman nursing her baby—woman and baby all in blue with touches of red, red corals, red flowers on the blue head scarf and a red wool cap on the little round head of the baby. From a dark window with iron bars overhead an elderly woman looks down upon us. All about us stand pretty girls with curly heads and yellow scarfs. I never saw so many pretty faces nor such red lips. No need here for lipstick!

"One of the girls lifts an iron knocker, a door opens, and we see the convent servant in same costume, with the addition of a large kitchen knife stuck into her bodice.

The Fountain of Piperno

The door bangs and we are shoved down dark, narrow stairs into a large whitewashed room. The furniture consists of a few chairs and a table. It is unadorned save for a black wooden cross with a white china Christ extended upon it.

"This is the Asilo room. Opening out of it is a sunny little hanging garden overlooking the valley and overhead are the rooms of the civic hospital also kept by these kind nuns.

"Three sisters in brown habits collect about us and presently the 'Parroco' arrives—a tall, slender young man with wistful eyes who has evidently arrayed himself in his best clothes which are spotless.

"After explaining the urgent need for moral and hygienic teaching among the children, and furniture for the Asilo, he says 'How I have longed for help! I was just giving up in despair—when a friend told me of the American Committee that assisted Asili—but when no answer came to my letter I thought no one would ever come to our rescue. If you knew, if you knew!'

Gardens of Fossanova

Gateway to the Abbey Precincts of Fossanova

"His wistful eyes glow and the mobile features quiver ever so little, awaking in us a vision of what those early Italian saints must have been: St. Francis of Assisi, St. Anthony of Padova, St. Benedict, and others.

"While we talk the nuns roast coffee for a fresh beverage that fills the room with its delicious aroma—they hand around the cups and small fringed napkins embroidered with a cross and the hands of St. Francis bearing the stigmata, for these are Franciscan nuns.

"We are then invited to climb to the citadel to see the town which I am not loth to do as a practised eye can sometimes discern possibilities of cooperation when seeing the homes of the people. In fact after passing under the thirteenth century bell in the wrought iron belfry and going under the pointed arch with its clock with the six figures for the hours, I see two stucco houses with green blinds and remark that these people might help their poorer townsmen. 'Ah, but Signorina, they have troubles in that pink house. There is an only son wounded in the war and tuberculosis developed. They have sent him to Switzerland and are spending all they have to keep him there to prolong for awhile his life. I am a native of Castro and although I spent four years in a seminary in Rome, I know my people—they do what they can!'

"We reach a flat field cleared by the French soldiers when French troops occupied this territory. Below, like a map spread out are farms, fields, villages, rivers, woods, and capping every hill a castled town: Alatri, Veroli, Pofi, and away to the southeast touched by the afternoon sun Monte Casino, founded by St. Benedict. Then mountains and mountains, gray, blue, and white!

"The young priest is radiant with enthusiasm as he unlocks the door of the church. There is a rather good painting by Nobile of St. Oliva, a native of Anagni in the sixteenth century and patron saint of Castro dei Volsci.

"Returning by slides and leaps down the steep street of the town we arrive at the convent where we are hospitably received and where I am able to delight their hearts by promising a substantial contribution to the Asilo, probably furniture and possibly an allowance for the free soups.

"It is now getting late and yet it is hard to leave, our visit has meant so much. We drive off feeling glad of our visit and the last thing we see is the tall, black figure of the young priest. He remains gazing after us with those wistful, pleading eyes as we drop down the zigzags of the road to the valley below. I suppose that he feels that his prayers to the Madonna and to St. Oliva brought us, and I don't know—perhaps they did! It seems indeed as if we came from that mysterious, dim blue distance stretching back towards Rome by some miraculous guidance.

"All the way home to Frascati as it grows dark we see the black mountains illuminated here and there in patches showing a glistening jewel which represents a little town like Castro dei Volsci with its needs, its isolation, its pathos and beauty and high upon distant hilltops are shimmering crowns of lights, other little towns all lighted for the evening."

STARS

Sometimes I go to ride at night
When all the little stars are bright.
They wink and blink and peep at me
Their little twinkling lights I see.
Each is a friendly little spark
To light my way when all is dark.

—*Jeannette Callis McCoy*

The Reading Table

Reference Books for Primary Art Work

Paper Cutting. Annye Allison. Bruce Publishing Company, Milwaukee, Wisconsin.

Bookbinding for Beginners. Florence Bean. Manual Arts Press, Peoria, Illinois.

Industrial Arts for the Elementary School. Bonser and Mossman. Macmillan Company, New York City.

Claymodeling. F. H. Brown. Manual Arts Press, Peoria, Illinois.

Paper and Cardboard Construction, Buxton and Curran. Menomonie Press, Menomonie, Wisconsin.

Toy Patterns. Michael Dank. Manual Arts Press, Peoria, Illinois.

Primary Handwork. Ella Dobbs. Macmillan Company, New York City.

American School Toys. C. K. Kunou. Bruce Publishing Company, Milwaukee, Wisconsin.

Applied Arts. Pedro Lemos. School Arts Press.

Claywork. Katherine Lester. Manual Arts Press, Peoria, Illinois.

The Beginnings of Art in the Public School. M. Mathais. Charles Scribner's Sons, New York City.

Teaching Industrial Arts. McMurry, Eggers, McMurry. Macmillan Company, New York City.

Handloom Weaving. Mattie Todd. Rand McNally Company, Chicago, Illinois.

The Basket Maker. L. W. Turner. Mentzer Bush Company, New York City.

Social and Industrial Studies for Elementary Schools. Welling and Calkins. J. B. Lippincott Company, Philadelphia, Pennsylvania.

Primary Industrial Arts. Della Wilson. Manual Arts Press, Peoria, Illinois.

Elementary Industrial Arts. L. L. Winslow. Macmillan Company, New York City.

Organization and Teaching of Art. L. L. Winslow. Warwick and York, Baltimore, Maryland.

Physical Education for Primary Schools[1]

In *Physical Education for Primary Schools* by W. A. Ocher, Director of Physical Education and Hygiene, Indianapolis Public Schools, we have a book of action stories and games for children in the first and second grades. The author has shown excellent judgment in selecting and adapting material for its instinctive and recreational values. His method of presenting the material seems sound in that he suggests telling the story so vividly that children will visualize the corresponding actions. He does, however, prescribe throughout the book certain specific dramatic actions to accompany words. These suggestions may be necessary for untrained teachers; they are certainly suggestive in form and content. However, the receiver finds many of these dramatic actions a less natural and spontaneous response to both mood and music than children of first and second grade will work out if allowed to create musical patterns for themselves. The book is a valuable compilation of material and should be in every primary teacher's library.—ALICE C. SIES, *Director of Curricula, Woodlawn, Pennsylvania.*

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[1] By W. A. Ocher. A. S. Barnes and Company, New York City.

All the World A-dancing[2]

A book by Mari Ruef Hofer always commands attention. This one draws interest at once for it contains much new musical material of real value. There are folk dances of many nationalities with historic comment and authentic descriptions of dance steps. The creative teacher will adapt the descriptions of activities making room for original expression even though the results may vary from the historic patterns.—ALICE C. SIES, *Director of Curricula, Woodlawn, Pennsylvania.*

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[2] By Mari Ruef Hofer. Clayton Summy Company, Chicago, Illinois.

Among the Magazines

A recent study made at Simmons College, in Boston, differs so much from the fixed ideas of a number of people that its results are being rather widely quoted in periodicals. Eight hundred thirty-five girls who are students there were asked to rearrange the Ten Commandments in the order of their importance each using her own judgment. "Honor thy father and thy mother," emerges as first by a large proportion. This seems to amaze editorial writers generally and a number of deductions have been made. One writer says, "In an age when the younger generation is charged with many delinquencies, and when the parents are blamed for a large portion of the shortcomings of the children, it is hopeful to find, that after all, the children rate us high." "The evidence is that our children love us more than children used to love parents, even if they fear us less."

The ELEMENTARY SCHOOL JOURNAL for February has an article on *Kindergarten-Primary Unification* by Mary Willockson of the State Normal School of Oshkosh, Wisconsin, which presents a somewhat novel point of view. Her thesis is that the efforts for the unification of the kindergarten and first grade, which have been going on actively for ten years have made such headway that they have alienated the first grade from the second, and her special plea is that we shall think of unification of the whole primary unit. She quotes the early dictum of Dr. Terman that "The kindergarten alone holds aloof, worships at the shrine of a special methodological cult, and treats its children as belonging to a different order of human beings." This is interesting in view of the further development of her theme. For if the kindergarten had not done this very thing, and thereby set up new standards for childhood, would we have the new freedom now so general in the first grade? Miss Willockson values this so highly that she wishes it extended. She instances the friendliness

THE ELEMENTARY SCHOOL JOURNAL

Kindergarten-Primary Unification

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Mary Willockson.

THE PLATOON SCHOOL

Evolution of Modern Educational Ideals

Who sets the lessons?
Who makes achievement?
Who keeps the order?
Who helps the failures?

Stuart A. Courtis.

THE N. E. A. JOURNAL

Sixty Educational Books of 1926

A valuable bibliography of current literature for educators.

of the teacher, the space for activity, the materials, and in general the fact that pupil activity rather than teacher activity, informality rather than routine should characterize all the early grades. It is because she sees the possibilities in "uniting kindergarten idealism and the essential social skills" that she is anxious to have the "unification pendulum" swing farther and farther. Readers of Childhood Education will welcome this recognition of the value of the great movement in which it is a vital force, and will be glad for her practical illustrations from the classroom, and the suggestion of teachers meetings which shall bring together all kindergarten and primary teachers.

In the same journal we find amusingly presented under the title *Miss Smith and the Calf, or Logical versus Psychological* a concrete illustration of the dangers of lesson plans which ignore children's interests and informations. The third grade is to study the cow and Billy has a calf about which he is eager to talk but in the teacher's plan the calf is in a subordinate position and information on it is not desired until the point has been reached. The writer, R. Ray Scott of the West Virginia Wesleyan College, has several pertinent conclusions to make which will apply in many other situations. What he has wished to demonstrate is not that "the child should be excused from thinking as logically as his limited experience will permit." The important thing is that "he shall be taught subject matter in an order which is logical to him." He says "I feel certain that, if our young friend is helped and encouraged to arrange his experiences in ways which bring out their inherent relationships, which he can see, there will be gradual improvement in his ability to think systematically." Mr. Scott is certain that "Logic is not a possession; it is an activity. And it is moreover a genetic activity and will improve with use."

A new journal appears on the educational horizon with its initial number that of January. THE PLATOON SCHOOL published by the National Association for the Study of the Platoon or Work-Study-Play School Organization. Dr. Stuart A. Courtis, Educational Consultant of the Detroit Public Schools contributes an article on *Evolution of Modern Educational Ideals.* It contrasts the modern school with the ancient one and writes of the influences that are shaping the new education. His four conclusions are worthy of attention. "Unfortunately it is possible to have a platoon building and a platoon organization and yet maintain as old fashioned a school as was ever held in the conventional soap-box building. The tests of the new education are very simple and very easy to apply. They are four in number."

1. "Who sets the lessons? If the answer is, 'the teacher,' the children can not be having experiences in self-direction, in seeing problems, and in forming purposes."

2. "Who marks achievement? If the answer is, 'the teacher,' it means the children are not having opportunities to develop judgment. Powers of self-criticism also grow only by practice."

3. "Who keeps the order? If the answer is, 'the teacher,' there are good reasons to question the value of the experiences of the child as preparation for good citizenship."

4. "Who helps the failures? Are failures banished because each child keeps at each task until his purpose is accomplished and because each child has at his disposal all the resources of libraries, special work shops, specialists in various lines, and other boys and girls working on similar problems."

"As there is a new education, so is there a new definition of education. Education these days is to be thought of as helping children help themselves:

"1. Form ever more worthy purposes.

"2. Achieve their purposes ever more efficiently.

"3. Effect an ever more harmonious organization of their emotions."

"The school of the future will be a democratic community, a children's 'Utopia of

Opportunity,' a teacher's paradise of joyful service, a temple of vision wherein children pass through many varied and rich life experiences under conditions favorable for growth, where assistance and interpretation replace the assignment of tasks and the hearing of recitations; where children come to face life squarely and to see it whole; where having seen and pondered, great ideals are generated, great loyalties aroused. The business of the school of the future will be the furtherance of the collective struggle for human betterment. Its watchword and most evident characteristics will be the nurture of personalities and the development of social cooperation."

Certainly every one interested in children will rejoice at this statement of objectives and hope with Dr. Courtis that the Platoon School which is at present so flourishing a movement, may serve to speed this hoped for day.

Laura E. Richards writing in the JOURNAL OF HOME ECONOMICS on her sister-in-law, Ellen H. Richards—a pioneer in the field this journal represents, says, "I am not sure whether she or her husband originated the delightful motto of the Feast of Life. F, E, A, S, T, they would say—Food, Exercise, Amusement, Sleep, Task; the task coming last since without the others it could not be performed at its best. If there is any wiser motto than this for the daily conduct of life I am not acquainted with it."

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION carries in its March number an article on *Sixty Educational Books of 1926*. It says that more than two hundred fifty publications on teaching and school administration were issued in this year. SCHOOL and SOCIETY for January, 1927, published practically a complete list and we have here a selection of the sixty judged as the most useful and important. It is explained that this difficult task has been done by several workers in collaboration, working with other groups. It says, "Ratings and comments sent in by nearly two hundred specialists throughout the United States have been studied." This makes the list doubly valuable. It is given under a number of headings—such as Purposes, Principles, and Philosophy of Education; Administration and Supervision; Curriculum; Conduct and Character Formation; Educational Psychology; Intelligence Tests and Measurements; Junior High School; Secondary Education; Exceptional Children; Teachers and Teaching Method; How to Study; Kindergarten and Elementary Schools; Mathematics and Science; Social Studies; Vocational; Care of the Body; Extracurricular Activities; Rural Education; College; Adult Education. Under each heading not only are the principal books listed to total sixty with brief explanations, but additional titles are also listed. This therefore becomes a valuable bibliography of current literature for educators.

The March number also carries an editorial on *The Parent-Teacher Movement*. This says "More than a million lovers of childhood are now banded together. The possibilities are almost limitless as the wider vision spreads. First, the parent discovers his own child. A little later he discovers the child across the street, whose very speech and manners he sees repeated in his own offspring. Then he discovers the children in the next town who mingle with his children in school contests. Next he becomes interested in the children who live in other states and who associate with his sons and daughters in college. Finally the parent as he thinks of the world in which his children are to carry on, realizes that he has a stake in the vast international forces that shape environment and human destiny." It speaks especially of the "Summer Round up of the Children" which has already made large progress and is "a type of effort that should not cease until every child is regularly ready to enter school free from remedial defects."

It quotes Bertrand Russell who has reached the conclusion that "the great character attitudes are largely defined by the age of six." It says further "Two conflicting influences are always playing upon public policy. One is primarily selfish; the other broadly patriotic. One represents some special group; the other is devoted to the whole people. Set over against special interest are such groups as this which thinks not primarily of dollars but of the race." "Better children, better teachers, better homes, better schools, and better communities; a mighty bringing together of the factors that mean better human beings—the supreme task of the race."

—Ella Ruth Boyce.

MY DOGS

I have a little dog
And she is reddish brown
One day she got lost
And wandered home from town.

I also have a collie,
He is round and fat and jolly.
He takes exercises daily
When he runs around so gaily.

—Dorothy Olsen (*Eight years old*).

Tentative Program for Seattle Meeting Department of Kindergarten-Primary Department

TUESDAY, JULY 5TH, 2 P.M.

General Topic—THE NURSERY-KINDERGARTEN-PRIMARY SPAN

The Significance of the Increasing Emphasis on the Education for Young Children—*Dr. Frank E. Willard, Assistant Superintendent of Schools, Seattle, Washington.*

The Nursery School Child and His Needs—*Helen Christiansen, Director of Nursery Kindergartens, Golden Gate Association, San Francisco, California.*

The Kindergarten—A Link in the Steady Development Plan—*Mary Dabney Davis, Specialist in Nursery Kindergarten-Primary Education, Bureau of Education, Washington, D. C.*

The Primary Grades—A Continuation of Opportunity for Creative Self Expression—*Etta Tessmer, Principal Taylor School, San Francisco, California.*

WEDNESDAY, JULY 6TH—2 P.M.

General Topic—OUTGROWTHS OF A UNIFIED ACTIVITY PROGRAM FOR YOUNG CHILDREN

A Study of the Interests and Activities of Children—*Dr. Meriam, Professor of Education, University of California, Southern Branch, Los Angeles, California.*

Judging the Worth of Activities—*Helen Reynolds, Director of Department of Kindergarten and Primary Education, Seattle, Washington.*

Enlarging Community Experience through the Use of Excursions in Primary Grades—*Mildred Miller, Primary Supervisor, Cleveland Heights, Ohio.*

Creative Rhythm—*Mary Anne Wells—School of the Dance, Seattle, Washington.*

Get-together Luncheon at Noon on Thursday, July 7th

Impromptu Festival—An Activity Program.

Speaker—Dr. Gwinn, President Department of Superintendence, N.E.A.

Local Chairman, Helen M. Reynolds, Seattle, Washington.